

1969

December 11, 1969

Committee on Academic Affairs

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MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS

December 11, 1969

The Council on Academic Affairs held a meeting at 10:00 a.m. in Room 128 of Booth Library.

Members present: Mr. Amos, Mr. Connelly, Mr. Keppler, Mr. McKenna, Mr. Rooke, Mr. Lowell, Miss Soderberg, Mr. Steinmetz, Mr. R. Weidner, and ex officio member, Mr. Moody.

I. Minutes of November 13.

The minutes were approved as published with the following corrections:

1. Page 2, Remove two courses from those deleted--Russian 350 and Education 460.
2. Page 3, VII, (1), the first course listed should be Pol.Sci. 200, Bibliography of Political Science.
3. Page 4, third line from the bottom, Pol.Sci.220 should be 221.
4. Page 5, X, first paragraph, insert the sentence, "The motion carried."
5. Page 7, add Agenda Item 69-76, Request to review existing undergraduate degree offerings.

II. Communications.

1. From Sch. of H., P.E. & R - Request to (1) change titles of Health Edu.227 to Community Health, 320 to School Health, and 330 to Principles of Accident Prevention; (2) delete the prerequisite for H. Ed. 332; (3) add a new course, H. Ed. 335, Industrial Accident Prevention - Agenda Item 69-99 - Nov. 17.
2. From Cur.Com., L & S - Request to (1) add new courses, Th. Arts 101, 102, 103, Theatre Practicum; (2) revise the requirements for the Th.Arts major for the B.A. and B.S. - Agenda Item 69-100 - Nov. 14.
3. From Vice President Moody - Proposed policy on baccalaureate honors to replace that which was approved by CAA on Sept. 18 and revised on Oct. 23 - Agenda Item 69-101.
4. From Sch. of Music - Request that the major in music for the degree B.S. be abolished - Agenda Item 69-102 - Nov. 19.
5. From Dr. Taber - Memo requesting the CAA to revise a portion of the action taken on Sept. 25 with reference to withdrawal from a course or from the University - Agenda Item 69-103 - Nov. 24.

EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

To: Members, Council on Academic Affairs

Date: 4 December 1969

cc: President Doudna
Vice President Zeigel

1. A summary of Pass-Fail grades received from Data Processing shows that students, had they not chosen the Pass-Fail Option, would have received the following grades for the fall quarter.

<u>Grade</u>	<u>Number of Students</u>	<u>% of P-F Grades</u>
A	28	8%
B	88	25%
C	157	45%
D	52	5%
E	6	1%
F	6	1%
WP	15	5%
Total	352	100%

2. Grades taken P-F amounted to 1.1% of all grades awarded in fall quarter.
3. Departments most popular for P-F grades were Art, 93 students; English, 56; Philosophy, 33; History, 26; Psychology, 18; Sociology, 16.
4. P-F courses by level were:

500	level	0
400	"	10
300	"	43
200	"	43
100	"	9
Total		105

5. Of all students taking a P-F option in the fall quarter, men students outnumbered women students by slightly more than two to one.

EASTERN ILLINOIS UNIVERSITY

Office of Vice President for Instruction

To: Council of Instructional Officers
Council on Academic Affairs

Date: 8 December 1969

The following information on fall quarter grades is furnished for your information. These tables disregard all categories of grades (P, WP, WF, Au, etc.) except A, B, C, D, F.

FALL QUARTER 1969

Percentage Distribution of all Undergraduate Grades

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
Freshmen	16.2	37.1	35.0	8.5	2.9
Sophomores	19.1	37.2	33.6	7.4	2.5
Juniors	20.9	42.0	30.3	5.4	1.1
Seniors	24.1	42.1	27.5	4.8	1.2
TOTAL	19.2	39.1	32.4	6.9	2.1

Percentage Distribution of all Graduate Grades

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
Graduates	49.9	43.3	6.2	.1	.2

If PE service course grades, which tend to skew overall grades toward the high side, are subtracted from the undergraduate grades, the percentages are:

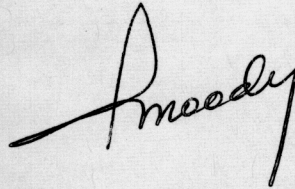
	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
Undergraduates	18.0	37.4	34.4	7.6	2.3

E.I.U. then appears somewhat high in the A-B category (53.4%) and low in the D-F category (9.9%). One may compare the E.I.U. grade distribution with this statement from the 1967 Stanford University Bulletin:

Traditionally the suggested distribution of grades for a class has been: A, approximately 15 per cent; B, approximately 35 per cent; C, approximately 35 per cent; D and F, approximately 15 per cent. The distribution is a means of assisting

the individual faculty member in maintaining equity in qualitative judgments of student work, but it is not to be followed slavishly. Grades in small and advanced undergraduate classes and in the Graduate Division generally have always ranged appreciably higher than this, and there is clear evidence that grading is progressively higher as the level of work becomes more advanced. But an instructor who varies greatly from the distribution over a period of years in elementary courses would be expected to examine his own practices.

pm

A handwritten signature in cursive script, appearing to read "Moody". The signature is written in dark ink and is located to the right of the word "pm".

REQUEST FOR A NEW COURSE IN SOCIOLOGY

MAY 20 1969

68-24
69-66

Withdrawn by
Soc. Dept.

1. Catalog Description

480 Individual Autonomy and Mass Society

(4 qtr. hrs.)

The latent consequences of various theories of social change and of the social institutions of mass society are probed as they may lead to loss of individual freedom and perpetuation of societal dominance by an interrelated power complex.

12-11-69

Abbreviated Title: Ind-Mass Society

Prerequisites: Sociology 271 and senior standing or ^{permission} ~~consent~~ of the instructor.

2. Purpose of the Course

a) To make the student aware of both the manifest and latent institutional factors influencing his life and to encourage reflection upon whether or not greater freedom is realistically possible.

b) Need for the Course

From an academic perspective, the student will be led to integrate the principles of many specialties within the discipline--particularly social stratification, political sociology, the sociology of social control, and the sociology of social change. More importantly, students will acquire a better appreciation for the viewpoints of those who advocate change in the society while those who advocate change will be required to produce meaningful alternatives which will be subject to the criticism of the other participants in terms of the latent consequences of such changes.

c) Data to be Effective

When published in the catalogue.

d) This course is not required for any program or major.

e) Elective for any qualified student.

3. a) Outline of the Course

I. The latent objective consequences of current social institutions are analyzed to determine whether they lead to greater or lesser individual autonomy.

- a) The University
- b) The Mental Health Professions
- c) Foundations and Family Trusts
- d) Social Welfare Agencies
- e) Reform Organizations
- f) Public Agencies To Control Crime and Social Problems

APPROVED BY
CURRICULUM COMMITTEE,
COLLEGE OF LETTERS AND SCIENCE

DATE: JUL 30 1969

CHAIRMAN:

Harry M. Weidner

- II. The stabilization of social systems by opposition groups
- a) The necessity of deviance
 - b) The necessity of conflict
 - c) The view of SDS and similar groups as latently perpetuating the power complex

III. A. Search for Alternatives

- a) Is there an alternative that will not create another equally pervasive power complex? The French, American, Bolshevik, and Cuban revolutions as case studies.
- b) The Hobbesian Dilemma.
- c) "The Good Life": How can it be achieved or must it compromise with reality?

B. Estimate of Time:

Three Weeks each for Parts I and II; Four Weeks for Part III.

4. a) Type of Instruction

This course will use the seminar method and be limited to 10 students if it is to accomplish its aim of intellectual interchange and mature, reflective, disciplined thinking.

b) Texts and Supplementary Materials:

C. Wright Mills

White Collar

The Power Elite

The Marxists

Lewis Coser

The Functions of Social Conflict

Ralf Dahrendorf

Class and Class Conflict in Industrial Society

Reinhard Bendix and Seymour Martin Lipset

Class, Status and Power (2nd ed.)

Irving Louis Horowitz

The Rise and Fall of Project Camelot

Three Worlds of Development

Amatai and Eva Etzoin

Social Change

George Zollschan and Walter Hirsh

Explorations in Social Change

Wilbert Moore

Social Change

c) No special equipment will be needed for this course.

5. Justification of the Level of the Course

The course requires mature reflection based upon a comprehensive educational background and prior exposure to intellectual interchange. The course should really be a graduate course, but it is felt that advanced undergraduates should not be excluded since it is vital to an informed understanding of both the positive and negative implications of American social institutions.

6. This course does not conflict or duplicate any existing course.

7. This course will be offered by Mr. Koenig.
8. Transfer credit from junior college will not be accepted.
9. Date approved by the Department: April 22, 1969
10. Date approved by the College or School: _____